

1952 REPORT ON FOREIGN EDUCATIONAL SYSTEMS

This is the second of four special volumes covering education in 71 nations of the world including U N states. Contents are based on primary or diplomatic sources therefore authentic.

by

Ben F. Crowson, Jr.
Publisher, Inter-Nations Biographical Record

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FOREWORD

The study of the educational systems of other countries gives an insight into lives of the people and a more profound understanding of their way of life.

Many of the countries are confronted with the problem of large number of their citizens who can not read or write. This presents a problem, which we in the USA, do not fully comprehend. These countries have made great strides in reducing ill-literacy and are thus helping to bring about a better standard of living for many of their populace.

UNESCO has helped in many countries by sending technicians and trained personnel and by various other services.

Practically every country, including the USA, has the problem of a shortage of classrooms and of teachers. The teaching profession is being made more attractive in many countries by raising the salaries. Students are sent abroad by government scholarships to receive specialized training which they in turn teach in their own country.

The world is becoming more aware of the dangers of ignorance and each country is doing her part to promote understanding through learning and education.

Ben F. Crowson, Jr.
Editor
January 15, 1953

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NOTE: Volume I, 1951 Report on Foreign Educational Systems may be obtained for \$1.00. A chart titled Review of the Educational System in the Soviet Union is priced 50 cents each.



Chapter 1

EDUCATION IN AFGHANISTAN

The state regulates public instruction through the Ministry of Public Education. Schools in Afghanistan are classified as elementary schools which provide compulsory elementary education, secondary instruction which is divided into classical and technical education, and higher education which consists of classical and university education.

All educational and technical institutions are free, even books and stationery being provided by the Government. In addition to these benefits of free education, nearly 10% of the students are paid allowances. Faculty students also receive free meals and clothing. Students are sent abroad at State expense to France, England and Switzerland and to the U.S.A.

French, German and English are taught in the high schools, English being taught by American or English teachers and professors. Teachers are trained in special colleges established for this purpose inside the country, and also in some cases by tuition abroad. The Government attaches great importance to the training of teachers for the primary division but at present most of the teachers and professors employed for higher education are from France and the USA.

Kabul University, known as Pohantoon, has Faculties of Medicine, Science, Training (Teachers), Fine Arts. Great emphasis is placed on original research for which separate departments have been established, which are supervised by the Ministry of Public Education and run by qualified professors of different nationalities assisted by Afghan graduates.

Adult education is progressing under the supervision of the Pashto Tolena (Afghan Academy) by the establishment of free classes in different parts of the country. The Ministry of Public Education and the Academy co-operate closely in this field. Adult education is compulsory for all men during their term of military service. This has had an important effect on raising the literacy rate in the country.

Alongside the modern system of education, the old Oriental system is still preserved in some parts of the country and is of great significance from the point of view of religious instruction. The University of Kabul, recognizing the importance of this matter, tries to maintain some of the subjects belonging to the ancient schools in the Modern Faculty of Theology.

The University of Kabul was founded in 1946 and combines 4 colleges—College of Medicine, College of Political Science and Law, College of Science and College of Literature. The University is governed by a Senate nominated by the Ministry of Education.

Many new schools are being established, especially primary schools and there will soon be schools in practically every village.

Each State Government in Australia is responsible for providing educational facilities within its boundaries. The school age is from 6 to 15 years in New South Wales, Victoria, South Australia, and Western Australia, in Tasmania 6 to 16 years, and in Queensland from 6 to 14 years (required education). The private schools must conform to standards laid down by the State Education Departments. All States provide primary, secondary and technical education. Their aim is to provide equal educational opportunities for all children.

Attention is paid to modern developments in educational practice including the physical and mental health of the child and the provision of special facilities for the physically handicapped and maladjusted as well as for the specially gifted child.

For children in isolated areas many miles from schools, correspondence courses in primary and secondary subjects are available. Radio is used extensively to supplement this work. Children of migrants are eligible immediately on arrival for free State education.

Toddlers from 2 to 6 years of age attend the pre-schools. Australia's "Kindergarten of the Air" is a half-hour radio session which brings pre-school education to every child in Australia who wishes it. It is the first of its kind in the world.

Primary education is free and compulsory. The aim is to guide the child's growth under four main headings—physical, intellectual, emotional and social. There are some 900,000 children attending 8,000 primary schools.

Tasmania and South Australia have developed a special type of consolidated school known as an area school. The children are taught English, history and mathematics, as well as courses adapted to the school's agricultural environment and craft subjects also receive special attention. The 43 area schools which have been opened in these two States during the past 15 years have been watched with interest by educationists throughout the world.

Western Australia started consolidated schools in 1920 and by 1951 had nearly 30 such schools. In Queensland, rural schools were introduced in 1917.

Most of the private schools are sponsored by religious denominations. About 80% of the privately-educated children attend Roman Catholic Schools. Other private schools are conducted by the Church of England, Baptist, Congregational, Methodist, Lutheran and Presbyterian churches.

About 20,000 children are receiving home tuition. The children in the outback areas are thus given a chance to become educated and many continue on and enter universities. Correspondence and radio instruction does not stop at the primary stage. Many post-primary courses are available from the curricula of high and technical schools.

The States provide secondary education in separate schools, multi purpose schools or secondary departments attached to primary schools. Most are co-educational. The academic subjects are mathematics, science, English and foreign languages, also physical education and commercial subjects. No tuition fee is charged at State secondary schools and the States grant either free travel or travel concessions to students to schools.

have long distances to travel to attend school. There are more than 120,000 children over 14 attending State schools and about 75,000 attend private schools.

There are two types of high schools—those which provide mainly for students aiming to enter the University and those offering courses suited to the non-academic type of child. In the non-academic type there are courses for girls to study such subjects as home science and for the boys, woodwork, metalwork etc.

The agricultural High Schools are conducted under Government auspices and give general secondary education to boys to prepare them for a career on the land or train them for entrance to the university to study subjects like veterinary and agricultural science.

Most private secondary schools cater separately for boys and girls and few are co-educational.

There are junior and senior technical schools or colleges in all States of which most are controlled by the State. Junior Technical Schools provide courses in secondary education with special attention to arts and crafts. Senior schools provide courses leading to careers in engineering, chemistry, architecture, and institutional housekeeping.

Home Science Schools provide technical courses for girls in subjects like house-keeping and dress-making. The students at the senior technical schools are usually 21 before completing their courses. It is obligatory in most states for employers to send their apprentices to trade classes in technical or trade schools during working hours. Those students living beyond reach of the technical schools may take correspondence courses.

In all States except Tasmania agricultural colleges instruct aspiring farmers, graziers, market gardeners and fruit-growers in the latest methods of primary production. Tasmania has plans under way to establish an agricultural college. The students are between 18 and 21 years of age. The farmer-student learns such varied subjects as bookkeeping, blacksmithing, carpentry, saddlery, farm mechanics, milking, care and feeding of stock, sheep-shearing, irrigation and fodder conservation. Part of the time is devoted to lectures and the rest to practical instruction.

Each of the State capitals has a university. The Australian National University is located at Canberra. There are University Colleges at Armidale (New South Wales) and Canberra. The Australian National University is being developed initially as an institution for post-graduate and research work.

The University of Sydney was founded in 1850 and has faculties of arts, laws, medicine, science, engineering, dentistry, veterinary science, agriculture, economics, and architecture. The Commonwealth School of Public Health and Tropical Medicine is associated with the University.

Other universities are the University of Technology (in New South Wales), University of Melbourne, established in 1853; University of Queensland; University of Adelaide; University of Tasmania and the University of Western Australia.

Students at the University of Western Australia, located at Perth, may attend without payment of lecture fees if they are residents of the State. No other university in the Commonwealth makes this concession.

Every year 70,000 Australian children are taught to swim in "Learn to Swim" drives sponsored by all State Governments.

School children are examined at intervals by medical officers attached to the Education or Health Department of each State. In some States dental services are free of charge. Also some states have a branch of psychological services with the Education Department.

Chapter 3

EDUCATION IN BURMA

During the War approximately 50% of the school buildings were totally destroyed and about 30% were damaged. The University of Rangoon suffered a great deal of damage. The Japanese destroyed the library and many other buildings of the University. Allied bombing destroyed the Teachers' Training College. Almost all the books and equipment of the schools were also destroyed and it is difficult to obtain paper to print new books. In spite of efforts on the part of the Government, the schools are very poorly equipped and there is a serious shortage of teachers.

A Ten-Year Plan of Technical Education for Burma is to set up various types of vocational training schools such as Ordinary Grade Artisan Training Centers, Polytechnical Institutes, Evening Classes, Technical High Schools, Post-Primary Vocational Schools, Peripatetic Schools, Commercial Schools or Colleges and State Scholarships. Notable progress has been made in bettering the educational system in the past few years.

There are approximately 4,800 primary schools in Burma and very few Secondary schools. Before the war there were some 6,900 primary schools. There are about 600,000 students attending the State and recognized schools.

In the primary schools instruction is given in the language of the majority of the children who attend the school. The main languages are Burmese, Shan, Jingphaw, Chin and Karen. In the secondary schools Burmese is the language of instruction and English is considered the second language. It is difficult to translate technical terms into Burmese because of lack of experts in those fields.

There were before the war about 6,500 private and mission schools on the primary and secondary level. Very few of these have been rebuilt. English is usually the language of instruction in the mission schools. The mission schools have received considerable equipment since the war, but there are no schools that are up to the pre-war standard.

The curriculum of the primary and secondary schools has been directed toward local needs and such subjects as general science, nature study, handicrafts, gardening etc. have been introduced. There is also a lack of tools and trained teachers in these subjects. The secondary schools are from standards VI to IX.

There is considerable difference in the Shan States from that of the rest of Burma. Here there are two kinds of schools--the State Schools and the Federation schools. In this area there are also a few mission schools, principally under the American Baptist Mission and the Italian Catholics. The Shan language is not generally understood by the Burmese and there are some 100 tribes in the Shan States and many have a dialect of their own.

Now let us turn to higher education in Burma. Before the war the University had associated colleges—University College, Judson College, Medical College, Teacher's Training College, Intermediate College (Mandalay) and Agricultural College (Mandalay). However, the University was revised and there are now the Faculties of Arts, Science, Law, Engineering, Education, Medicine and Agriculture in place of the associated colleges. The only affiliated college is the University College in Mandalay which also grants degrees. There are more than 2,500 students in Rangoon and 120 in Mandalay.

The campus of the University is considered to be the most beautiful in the Far East, it is situated by a large lake. The students are for the most part very poor and have difficulty in buying books etc. On the campus there are hostels which house more than half the students.

The University and the State Training College for Teachers are the main source of teachers for the schools. There are 18,000 teachers in the primary and secondary levels. The State Training College was opened in 1947 and aims to teach junior teachers for primary schools and post-primary schools, to organize refresher courses and special courses for junior teachers and deputy Inspectors of schools and to organize the production of books and equipment for the schools. All subjects are compulsory except English, however, most students take English as they already have some knowledge of the language. The students take practice teaching in the primary schools under the Rangoon Education Board and in the State post-primary schools in Rangoon.

The only technical school is the Government Technical Institute in Insein where before the war there were some 200 students taking a three-year course. Such subjects as mechanical, civil and electrical engineering, tanning, soap-making and leather-working were offered. Much of the Institute was destroyed during the war and in temporary quarters there are at present about 100 students.

In 1947 the National College was opened and is aimed to give non-collegiate students education on the university standard. This is very handy for students who must work and who wish to continue their education. There are also external students, those who have failed in some subject and wish to take external instruction. The main subjects are Burmese, English, Pali and Buddhist philosophy, history and political science, mathematics, logic and philosophy, economics, chemistry and physics, and geography. It is hoped to introduce classes in other foreign languages, commerce subjects, fine arts and journalism.

Music is taught in the Training College for Teachers. They are taught to read and play Burmese music. This music has been, for the most part, passed down by each generation and an attempt is being made to preserve the traditional Burmese national songs and airs.

Very little time has been devoted to adult education, as the Government had been concentrating on establishing schools for the children. Literacy is higher in Burma than in any other South East Asia country, but there is a need for adult education.

Most of the libraries of Burma were destroyed, the books burned or sold in bazaars. Very few of the books have been recovered and there is an urgent need for books in English. Many private American citizens have donated books to various libraries.

Chapter 4

EDUCATION IN CAMBODIA

Public elementary and secondary education is entirely insured by the Government of Cambodia. Education is accessible to all through scholarships, deserving youths who come from poor families.

Elementary education is practically distributed in all villages along with the traditional religious knowledge in the Renovated Pagoda Schools under the direction of priests formed according to pedagogical modern methods in Schools of Special Application.

Education in the Pagoda Schools is under the control of the Minister of National Education who is responsible for the payment of books and school stationery as well as a moderate salary to the teaching priests. The pagodas take care of the class rooms etc. There are more than 1,400 of the Pagoda schools in Cambodia and there are some 65,000 students attending them.

The Cambodian children, through the Pagoda Schools, have the chance to learn how to read, write, count and to acquire elementary knowledge of history, geography and moral and religious teachings, without having to leave their homes.

The classical elementary education is distributed in many public schools existing in the principal centers. There are 384 elementary schools and 88 complementary. There are more than 65,000 students attending these schools. French is used as a medium of instruction in many of the lessons which is for the benefit of the children who are going on to secondary school where French is the language of instruction.

The secondary national education is distributed by a Lyceum and a High School for Girls in Phnom-Penh, a secondary school in Battambang, and another in Kompong-Cham. There is a teacher's training school in Phnom-Penh, where there are more than 300 students.

In higher education there is the National Judicial and Economical Institute founded in 1948. There are many free pupils who attend the lectures of this Institute and receive a certificate allowing them after a year's course in the Cambodian School of Administration, access to the staff of the Administration and of the Justice of the Kingdom.

Most of the students desiring higher education enter the Indochinese University in Hanoi or Saigon or they go to France. They study law, medicine, science etc. To encourage the students to study in France the Cambodian Government has built a House of Cambodia with about 150 rooms in the heart of the University City.

There is also opportunity in Cambodia for technical education. There are some 200 students in a Technical College learning about using iron, wood and knowledge of mechanics and electricity. There are schools for tailors, shoemakers in Phnom-Penh (the capital city) and a School-Workshop in Kompong-Cham with instructions in adjustment forge, copper-smith and carpentry.

The Schools of Pali give instruction in religious knowledge which are distributed in the provinces and a Higher School of Pali in Phnom-Penh. The Higher School of Pali is under the direction of the Buddhist Institute, a National Institute which, in connection with the Ecole Francaise d'Extreme-Orient, centralizes all the documents and studies relative to the Buddhist religion in an important library opened to all research workers and insures the publication and diffusion of the volumes of Tripitaka.

Chapter 5

EDUCATION IN CEYLON

Education in Ceylon was revised in 1951, as a result of a "White Paper" on education, called "Government Proposals on Educational Reform in Ceylon" of July 19, 1950. This law, with an Amending Bill to enable the proposals to be carried out became law April, 1951.

Under the new education reform, the Infant School which is to be developed, and it is recognized that some schools are already proceeding along the best lines, must forget the past with its long stretches of sitting still, the emphasis upon formal instruction in reading, writing and arithmetic; it will be a school where the child is an active learner and not a passive listener. As this is the foundation period, it will be wise to give it priority in all education reform,

In the Primary school more attention will be paid to the educational use of the environment, to give equal attention to learning by doing and learning through books. The children find pleasure in a number of activities such as drawing, craftwork, various games, music, dancing, reciting verse and dramatic work. It is planned to give more attention to the traditional dances with their simple grace and patterns as in dramatics. The dramatic sense of the children can be used as a valuable aid to language teaching, which in far too many schools is formal and therefore lacking in interest.

In language instruction in the Primary schools, a sound principle is that the children should be educated through the mother tongue, and, as the chief instrument of mental growth is language, it must be taught well. In reading, group methods are better than the idea that child after child should get up to read a paragraph.

Primary education takes the children from the third standard to the fifth. In Standard III, English is taught with emphasis on the spoken word. It is not taught formally, but in relation to the simple everyday experiences of the child and speaking to be related to performing actions. Full language instruction is not attempted until well into Standard IV. English is the compulsory second language,

Education after Standard V is regarded as Secondary, the Junior Secondary School providing a three-year course. In the Junior Secondary School to be developed under the Education Reforms, it will be recognized that all children should receive, as far as possible, the type of education best suited to their interests, abilities and aptitudes, and it is from this School that selection can best be made. Arts and crafts are to be provided for every pupil in both the Junior and Senior Secondary School,

In the training of girls in the Junior Secondary School, there will also be a developing of the arts of the home or housecraft, but in Ceylon this will have to have reference to their own pattern of home life. Essentially, it is a practical subject, or series of subjects for girls. No girls should leave school without a knowledge of such things as cookery, sick nursing, needlework and home arrangement.

Practical subjects for boys in the Junior Secondary School will have relation, as far as possible, to the environment of the school.

In the first year of the Junior Secondary School, there should be no special emphasis upon either the practical or the academic or of the artistic. By the beginning of the second year, the teacher may decide to give a little more emphasis to one of the groups of activities, yet never getting to what is known as specialization.

which often means devoting nearly the whole of the pupil's time to one aspect to the neglect of other equally important aspects. Again, increasing attention may be given to a particular group of studies during the third year. However, it still means that all children will have to take an essential "core" of subjects such as language, arithmetic, social studies, physical education.

Education of the mind without attention to the bodily development is an incomplete education, and the Physical Education section of the Department of Education is ready to expand its work to this end. Nor will religion and morals be neglected, indeed it is fully appreciated that these are essential subjects, not only for the purpose of instruction in a particular faith, but in order to provide a standard by which behavior can be measured.

At the end of the Junior Secondary School course, Standard VIII, the student is given examinations to determine the type of education best suited to his aptitude and ability. Those with a real aptitude toward craftsmanship will have the chance of developing their skill at vocational schools conducted by the Ministries of Industries Commerce and Agriculture.

Pupils who, having satisfied various requirements, are considered to profit by an education of an academic or a technical nature may go to the Senior Secondary Schools.

The practical subjects offered include woodwork, printing, metalwork, house-craft, commercial subjects, light engineering, art, agriculture and allied subjects.

Continuation classes are to be established to permit those who leave school at Standard VIII to improve their skill in the occupation they are following or to carry on some non-practical interest acquired in school, or to do both.

Polytechnic schools are something new in Ceylon, and new ones are to be established in Galle, Kandy, Jaffna and Batticaloa. In such centers, there is a need for an institution which will provide for the school-leaver, and for those in adult life who wish to acquire or improve a skill, obtain more knowledge, practice art and craft and enjoy the benefits of a community life.

The intending teacher can proceed to a Training College, where for two years he will study the principles and practice of education, and the method of teaching certain subjects. As from January, 1952, the Training College will be revised to meet the needs of the new scheme of education.

The University of Ceylon has about 2,250 students and has faculties in Oriental Studies and Arts, Science (including Agriculture), Medicine, and Engineering. The Royal College in Colombo has about 800 students. From there they may go to the University of Ceylon. The college introduced in 1951 for the boys teaches farm work, wood work and social studies. In social studies, a combination of the material of history, civics and elementary economics, the pupils are introduced to a new method of study, the chief aim of which is the formation of standards, attitudes, ideals and interests rather than the accumulation of facts.

Ceylon has opened many new schools in the past 2 years as the schools are very crowded. It is customary for the Prime Minister or some official to light the lamp in the new school at the opening. The Minister of Education in Ceylon is The Hon. Mr. E. A. Sugawala.

Chapter 6

EDUCATION IN DENMARK

Education became compulsory in Denmark in 1854 for all children between the ages of 7 and 14 years. The parents may educate their children in a private or public school as they wish. The public schools are free. About 450,000 children between the ages of 7 and 14 attend school and 410,000 were educated in the public schools.

The public elementary school which is a municipal institution is subsidized by the Danish Government. The municipal council is the supreme school authority in the municipality. In each municipality the school activities are supervised and are under the guidance of the education committee of the municipality or the education committee in conjunction with the board of governors of each school. The members of the education committee are appointed by the municipal council, and the parents are represented in this committee. The education committee and the board of governors supervise the schools, the instruction given, the teachers, they propose school plan and curriculum and have the final decision of various questions concerning the daily life of the school.

The Elementary Education Act passed in May 1947 states the aim of public elementary education to be "To encourage and develop the natural gifts of the children, to strengthen their characters and to impart to them useful knowledge." In the Ministry's circular of May 21, 1941 is stated further the purpose of education "It ought to strengthen the children's feeling for ethical and Christian values, inspire them with respect for human life and for nature, teach them to love their homes, their people and their country, to consider the opinions of other people, to appreciate community between the peoples and fellowship with the other Scandinavian nations. Thus the school should contribute to giving the children ideals, help them to set themselves aims in life, add to their respect for sincerity in speech and behaviour, and strengthen their sense of duty. By means of a healthy discipline they should learn good behaviour and sense of order."

Then the student reaches the age of 11 there is a test to separate those children whom their teachers consider fit to complete their education in the Intermediary School, from those who should continue and leave school at the age of 14 or 15 years. The Intermediary School is somewhat similar to the Junior High School of the USA. Upon finishing Intermediary School the student may take a one year Real Class. After completion of the Real Class the student is qualified for some professional course and certain civil service jobs.

The students who continue after Intermediary School may take a 3-year Gymnasium course or like senior high school. Completion of the Student Exams at the end of the Gymnasium courses, the student is qualified to enter a university or science college.

The middle school curriculum includes Scripture, Danish, history, geography, natural history, physics, arithmetic, writing, drawing, physical training, needlework, singing, English, German and mathematics. Woodworking, French, Swedish, chemistry and Latin are also taught. In the domestic science schools and domestic science training colleges a course of housewifery is required in the last two years of the compulsory school attendance.

In the Real classes the subjects are Danish, two modern languages (English, German, French), practical arithmetic and mathematics (compulsory only for boys), physics, history, geography, natural history, physical training etc.

In the senior school the student who is taking classical education may take religious instruction, Danish, history, Greek, Latin, ancient literature and art, English or German, French, geography, biology, physics and mathematics; modern languages education—he takes the same except he takes these languages, English, German, French, Latin; and if he is pursuing scientific education he takes the same except he does not take Greek, Latin and concentrates more on mathematics and physics.

The teachers of Denmark are greatly respected and enjoy a high social standing.

The studies in the Gymnasium are equivalent to the first two years of the Arts Colleges in the USA. The student who then enters the university is able to begin study at once in his chosen profession.

The two universities are the University of Copenhagen, founded in 1479 and the University of Aarhus established in 1933. The University of Copenhagen has Faculties of Divinity, Law, Political Science, Medical Science, Philosophy, Actuarial Science, Exact and Natural Sciences. This University has some 6,000 students. The Faculties of Aarhus University include, Medical Science, Humanities, Law, Economy, Divinity etc, and has about 1,500 students. The Technical University of Denmark in Copenhagen trains civil engineers and has about 2,000 students. The civil engineers of Denmark achieve a high standard and one will discover that many are hired by foreign firms.

Schooling in Denmark is free or practically so from elementary school through the university. All lectures in the universities are open to the public without cost and regardless of previous education.

The first Danish Folk High School was founded in 1844. They were established principally for the benefit of the young farm people or rural youth, but others also attend. The largest Folk High School is at Askov. Here the student may take a 3-year course.

The founder of the Folk School movement was Grundtvig whose idea was "To make accessible to young people a place where they may become better acquainted with human nature and human life in general, and with themselves in particular, and receive guidance in all civic duties and relationships and recognize the real need of their country."

The Folk High Schools are boarding schools for students who have left public schools and worked for some years. The young men take a 9 month course in the winter and the young women a 3 month course in summer. A student must be at least 16, but age is no hindrance. They are cultural schools, schools for democracy. There are in these Folk High Schools no diplomas, the student does not use a notebook and he takes no exams. The aim is to give the student a historical-political background for his life, a history of mankind and geography, development of his spiritual resources—poetry and art etc. There are 58 Folk Schools in Denmark and 5 schools which are combined agricultural and folk schools started by the Smallholder movement.

Some of the subjects are Danish history, world history, civics and Danish. These Folk High Schools are free. The students pay for their stay at the school, in some cases only in part. The Folk High Schools have become a very important educational factor in Denmark and in all of Scandinavia.

During the war 1,600 schools were destroyed in Greece, and many more were damaged. By 1952 more than 4,270 schools had been rehabilitated under the Government's reconstruction program. This was brought about by Marshall Plan assistance and through the self-help efforts of the villagers.

There is an acute shortage of schools and of teachers in Greece. About 60% of the primary schools are one-room with only one teacher. Out of some 9,000 primary schools, only about 600 have a complete six-year education.

Education is compulsory in primary school for children between the ages of 7 and 12 years.

After the war the 2 year lyceum course, following primary education, was no longer used and in its stead 2 years were added to the secondary school. The secondary school has an 8 year course and a student who has the school certificate from the secondary school could enter the universities or college (except the National Technological University) without entrance exams.

The Minister of Education administers the education of the country under certain laws. The private schools as well as the public schools come under the Ministry of Education and are supervised by a Private School Superintendent.

Elementary schools are now supported by the National Government.

The curriculum of the high schools is designed to prepare the student for higher education and offer mostly classical subjects.

There were in 1948-49 only 471 secondary schools, 82 were branch schools established during the occupation, 105 are private schools and only 38 commerical schools. Before the war a new type of secondary technical school was being developed, giving 3 or 4 years of education, but only 3 were operating in 1948-49.

Attendance in primary schools has fallen—many children receive only four years of primary education and then leave schools. Attendances at secondary schools also begin to fall off after the third year. Upon leaving secondary school the student receives his school-leaving certificate. The number of students obtaining this certificate increased from 8,000 before the war to 14,000 in 1948-49.

There are not many vocational schools in Greece. With help from ECA the Greek Government expanded the Chalkis vocational school in 1951. ERF funds were also given to help the reconstruction and rehabilitation of the schools of Greece.

In 1948-49 there were 866,413 primary school children and 175,074 secondary school children.

The school year in Greece is 36 weeks. School is held 6 days a week for 5 hours a day. The student in Greece pays an education tax of approximately \$10 a year.

The universities are the University of Athens, University of Salonica (Macedonia), and the Polytechnical Institute of Athens.

In 1951 new buildings of the Salonica College of Agriculture and a General Hospital were inaugurated. Marshall Plan funds aided in the erection of these new buildings.

ings. At the same time the Salonika University was celebrating its 25th anniversary.

In the new Agricultural College of Salonika University men and women are being trained to go out into the rural areas to work as teachers with farmers and farm women. In many villages special plots of land have been set aside for demonstration areas to give practical examples of the better varieties of plants, the use of fertilizers, methods of cultivation etc.

A wide system of scholarships is under way starting with needy primary school pupils who distinguish themselves. A Students' Club is to be built in Athens and Salonika and small university cities have been planned for each town. Plans are to send at least 100 graduates of higher educational institutions abroad to study for 3 years. This will build up a staff of trained men to play a leading part in the politico-economic life of the country.

Chapter 8

EDUCATION IN HUNGARY

Public school attendance is compulsory and free for eight years in Hungary. Control of all schools, including the Church schools (which had also previously been financed by the State Budget) was taken over by the state in June 1948. Seminaries and similar religious training schools were left in the hands of the churches.

"In the Hungary of developing Socialism, not only labor, but study, is a matter of honor and glory today. Study is considered a task of national importance, and every year a larger number of youngsters take their places at the school desks. At the same time more and more adults who under the educational policy of the pre-war regime did not have the chance to go to school are filling the gaps in their education. The unparalleled rate of development in People's Democratic Hungary, the great projects of the Five-Year Plan and the prospects of a bright future inspire youth to achieve high academic results."

In the 1952-53 school year there were 121,000 secondary school students. About 60% of the students who finish the eighth grade continue on in secondary school.

The number of general schools teachers is 38,100 with one teacher for every 31.4 pupils.

During 1951-52 18 secondary schools were built. Enrolment in secondary schools has almost doubled since 1927-38 school year. About 45% of the students are girls. In 1937 only 4% of the students were from working class and working peasant families, today it is about 65%. In the school year 1951-52 31 primary schools were built.

In 1945 by decree of the Hungarian Government the eight-grade general school was designated as the standard type of school. Education became compulsory from 6 to 14 years of age. Previously many students only went as far as the 4th grade in the "polgari" schools. The curriculum was standarized at this time and now all children take the same courses and upon graduation from the general school is qualified to enter any of the secondary schools.

Students who wish to study religion in the State schools may take two hours weekly, the cost of the religious instruction is paid by the State.

The secondary school reform in 1945 the schools were specialized. They have four grades and before the student can graduate he must pass a matriculation exam-

sition. The secondary schools prepare for advanced study at the university level. The specializations are general gymnasium, industrial gymnasium, agricultural gymnasium, economics gymnasium, pedagogical gymnasium. In these new types of secondary schools the students train for their future occupations.

Many student hostels have been established since 1945 where the children of the working people are for the most part cared for by the State. Also to help these children scholarships to the talented children of the working class, poor peasantry and the working intellectuals are granted.

Under the Five Year Plan it is planned to increase the number of schools and universities, number of teachers and the capacity of the hostels for the students.

The Working People's Schools have general school and secondary school divisions. They were established in 1945 and give an opportunity for further education to those working people who were unable to go further than elementary school. The working people, upon graduation, are qualified for university study.

There are six universities maintained by the State, including the University of Budapest and Technical University. Most of the colleges and universities offer correspondence courses. To improve the academic level of the technical university graduates, the course has been extended to 4-1/2 years. New faculties and departments have been added to some of the universities and colleges and now scientific institutes have been established.

In 1951-52 some 20 universities were opened. The Council for Higher Education has charge of the universities.

In the reorganization of some of the universities, some of the changes are as follows:

The Lorand Eotvos University in Budapest was divided into two main schools of Philosophy and Natural Sciences. The medical department of this University is now an independent Medical School under the Ministry of Health.

The School of Economics was separated from the University of Technology in 1947 and is functioning as the University of Economics. The curricula is designed to train Marxist economists "to take their place in industrial administration as executives who have attained a grasp of the different branches of the country's economy and the different phases of economic planning." In this four years course specialization begins in the last year in the different branches of economics. Two foreign languages are compulsory and one must be Russian. Evening courses are also given for those who work.

Students receive law training in the University of Law, where judges, attorneys, corporation and administration lawyers are trained. The curriculum includes sociology, economics, political science, the theory of law, Hungary and general history of law. The students also study industrial law and the judicial system of the Soviet Union and the People's Republics.

The study of Political Science has been transferred to a new department of the Lorand Eotvos University. A new Russian Institute trains professors of Russian and translators.

There are courses given in practically all the universities in the evening for

the workers. It is expected during the year 1952-53 some one and a half million people will attend some kind of school in Hungary.

To raise the cultural standards of the peasants, under the Five Year Plan, many new village libraries have been established. In 1949 there were 600 such libraries, by the end of 1950, 1,635; and by the end of 1951, 2,851. Each factory with more than 200 workers has a library run by the Hungarian Trade Union Council.

Sports have been given a new emphasis in Hungary. At the Summer Olympic Games in Helsinki last year (1952) the Hungarian sportsmen and women won 16 Olympic championships—42 gold medals, 15 silver medals and 32 bronze medals were awarded to the contestants of the Hungarian People's Republic.

Chapter 9

EDUCATION IN INDIA

About 85% of the population of India is illiterate. Upon the Independence of India (1947) a very ambitious program was set forth for advancement in education. It specified that the following should be included in the expansion of education: universal compulsory basic education for all children of school-going age; provision of social education for adult illiterates; improvement in the quality and expansion of the facilities of secondary and higher education; provision of technical and scientific education on a scale adequate to the nation's needs; and measures for enriching the cultural life of the community by encouraging the arts and providing facilities for recreation and other amenities.

India has made great strides in education, but has not been able to achieve to any great degree the program set forth in 1947. A Central Institute of Education has been set up (an institute of research) and it has undertaken to adapt the basic education to the needs of the urban community. Also it has been looking to find a cheap media of audio-visual education suited to the requirements of the rural areas,

The secondary school system was primarily academic and literary, but in the last 5 years there has been introduced in some of the States the principle of diversification not only by establishing agricultural and technical high schools, but also by including as options many vocational subjects in the ordinary schools. The Secondary Education Commission was established in 1952 and it has some foreign experts among its members.

India plans to introduce a system of universal, compulsory and free education for all boys and girls between the ages of 6 and 14. The Senior Basic (or Middle) School is the finishing school for the majority of the students and the facilities are being expanded to give the student the best possible opportunities.

In the field of Pre-School education or Nursery Schools it is planned to make such schooling free, but not compulsory. It is to be for children from 3 to 6 years.

The High School student will have a course of 6 years. Entry to the High School is to be on a selective basis and is for students who show promise to take full advantage of the further education. The High Schools are of two types, Academic and Technical. The students in the Academic High Schools may take the following subjects: the mother-tongue, English, classical languages, modern languages, history (Indian and world), geography (Indian and world), mathematics, sciences, economics, agriculture, civics, art, music and physical training. The students in the Technical High Schools may take the following subjects: the mother-tongue, English,

modern languages, history (Indian and world), geography (Indian and world), mathematics, physics, chemistry, biology, economics, technological subjects such as wood and metal work, elementary engineering, measured drawing etc., commerce (bookkeeping, shorthand, typing, accountancy, commercial practice etc.), agriculture, art (including designing for industrial and commercial purposes), music and physical training.

Instruction in all High Schools is in the mother tongue of the pupils and English is the compulsory second language. The Government decided that the transition from English to an Indian language or languages should be spread over a period of years. There are 14 main languages with many dialects. Hindi is being developed as the national language.

High School for Girls includes the same subjects as the Technical High School and also domestic science.

Scholarships and other assistance is to be given to the student who is not able to pay his own way.

The elementary education is now called Basic Education in India. Some of the subjects taught are food (the nutritive value, vitamins etc. which brings about better health for the children), arithmetic, nature study, geography, history, language, art, etc. They also visit markets and shops to learn about foodstuffs they receive from other parts of the country, they study clothes and grow cotton and learn about the spinning industry etc.

India had need for trained personnel for the new industries of the country, therefore, an emphasis has been put on technical education. In April 1952 the All India Council for Technical Education appointed a Committee of 7 experts to prepare a five-year plan for the development of technical education and training for the country. The Co-ordinating Committee of the All India Council for Technical Education is the Madras Institute of Technology. In 1952 the recommended that the faculties of Instrument Technology, Automobile Engineering and Electronics should be further developed. The Committee appointed by the All India Board of Technical Studies in Commerce and Business Administration are studying the issuing of proficiency certificates in Hindi shorthand.

The Janata College is being developed which will serve as a community center and provide education for the adults as well as the children. Janata College is an institution where the new ideas and concepts of education can be tried and where they can be taught and the workers would be trained in the new methods and techniques evolved. In other words, Janata College should try to become a research, experimental and training institution.

In the field of audio-visula aids in education, the Government of India has established a small section in the Ministry of Education and the Central Film Library attached to this Section has a stock of more than 2,000 films. These films and filmstrips are lent from the library for education institutions and social welfare organizations throughout the country. The larger States in India have introduced schemes of audio-visual education. The State of Delhi has a mobile education exhibition, some states have provided radio sets etc.

There are some 28 universities in India--some are Delhi University, Madras University, Nagpur University, Visva Bharati University. In 1952 journalism was introduced at the Nagpur University. Students in universities may take chemical technology, radio-physics and electronics, botany, engineering etc. University Education

is also being revised to meet the needs of the country. Students who are capable of taking full advantage of a university course are being selected to take higher education. The minimum length of a University degree course is to be three years.

The University of Delhi has made Hindi a compulsory subject for all students to be admitted to the first degree course for the year 1952. It is hoped to make Hindi compulsory in standards V to XI both in primary and secondary schools. Also institutes for the training of teachers in Hindi are to be established in different linguistic divisions.

The Indian Government has been cooperating with & has received technical assistance from UNESCO. Among the offers of foreign scholarships, UNESCO in 1951-52 offered 3 scholarships of one year's duration in Electrical Engineering, Design of Machine Tools and Hydraulic Engineering--Dam Construction.

Chapter 10

EDUCATION IN INDONESIA

Immediately after gaining their independence on December 27, 1949, the Indonesian people launched upon a large scale educational program in order to secure an honorable position among the other free nations of the world in the shortest possible time. At the time of independence less than 5% of the population was literate. Within five years, more than 10 million people have learned to read and write through the mass education program of the Republic.

At the present time, everyone who can, teaches. College students teach high school students, high school students teach elementary students, etc. New schools are being built and the drive is being carried out on all educational levels.

The educational system of Indonesia is divided as follows: kindergarten; elementary school education (six years), secondary education, and higher education.

The new Indonesian educational system is an experiment in offering simultaneously two different types of education—Western and Asian. In addition to paying attention to scholastic progress, teachers must report on the character, behavior and other individual characteristics of the students. This is contained in a special card for the parents. A special feature of the system is that music and dancing are incorporated in the curriculum. Concerts are given regularly for schools, at which teachers give their comments and explanations.

In 1950 there were about ten million children of school age out of which about only one-third were attending school. At the beginning of 1951 there were 30,656 elementary schools as compared with 3,595 in 1949, with 5,860,106 pupils compared with 1,870,270 in 1949.

The primary schools are co-educational, open to all children irrespective of race, nationality, religion or any other consideration. The primary school is for children from six to twelve years of age, during which time they progress through six grades. Because of poor economic conditions still prevailing among farmers, which often makes it necessary to keep the children for work in the rice fields etc., compulsory education is restricted to the first four years, however, the government hopes to extend it to the first six years.

Indonesia covers a very large area, consisting of hundreds of islands and its eighty million people speak many different dialects. Some of the groups have a highly

developed culture; others are still primitive. However, all of these groups are ethnologically closely related to each other, and belong to the same Indonesian or Malayan racial stock. Moreover, the course of history has welded these regions into an increasingly solid entity. Although it is necessary that the curriculum vary slightly from place to place, to be in harmony with local conditions, nevertheless every child who has the full six years course at a primary school will have received the same basic and standard education, irrespective of which part of Indonesia the primary school is located.

Since Indonesian is a new language for most of the people of Indonesia, certain concessions will have to be made until the new generation comes of age. At present, Indonesian is given as a course from the very first year of Primary School at all government schools, although the language of instruction during these first two years is the local language in cases where Indonesian is not generally spoken. From the beginning of the third year on, however, Indonesian is the language of instruction at all government schools.

Professors at the universities (most of whom are Dutch speaking) will be given five years in which to learn sufficient Indonesian to give their lectures in that language. English is compulsory for the first year of secondary school.

After completing their elementary school training, pupils may continue their work in either secondary schools or special training schools. There are six kinds of schools for special training. They are (1) elementary technical schools of which there are 92 with 11,229 pupils and it consists of a two year course in wood carving, iron work, motor mechanics, furniture making, electricity and ceramics; (2) technical schools of which there are 24 with 4,628 pupils and with a four-year course in architecture, machinery, electricity and chemistry; (3) secondary schools for economics of which there are 26 with 2,650 students and a three-year course; (4) schools for girls in home economics (cooking, sewing etc.) there are 105 schools with 8,926 pupils and a three-year course; (5) normal schools for teacher training of which there are 104 schools and 24,519 pupils and a 4-year course; (6) kindergarten teacher's training schools of which there are 5 with 265 students.

The other secondary schools are: on the lower level, 678 schools with 152,401 students taking a three-year course. After completing these, pupils may continue to higher secondary schools which consist of three departments—literature, mathematics and economics—three-year course. On the higher level there are 105 secondary schools with 23,664 students. There is a school for social work with 139 pupils; 10 secondary technical schools with 1,630 pupils; 9 schools of economics with 1,343 pupils; 4 schools for teachers of home economics with 600 pupils; and 33 teacher's colleges with 6,617 pupils.

There are additional Special Training Schools in the fields of agriculture, forestry, animal husbandry, pharmacy, police training and nursing.

Through the UNESCO book-coupon fund, Indonesia will secure thousands of text-books and other books from the United States. Britain and other European countries to set up new libraries and enlarge existing ones. UNESCO has also offered scholarships to outstanding Indonesian students as well as to furnish technical instruments to universities in Indonesia.

To stimulate the campaign against illiteracy, President Soekarno and his wife have from time to time conducted open-air classes in the capital.

There was not one full-fledged university in the whole of the (former) Netherlands East Indies. Djakarta (Batavia) had a few advanced schools and colleges. Bandung had a College of Technology, Sourabaya had a College of Medicine. At present the institutions of higher learning in Indonesia are: the University of Indonesia, the largest institution of advanced education with its various faculties located at Djakarta, Bandung, Bogor, Makassar and Sourabaya; Gadjah Mada University; National Academy; Pantja-sila University; Economic Academy; Islam University; Islamic Academy; Sawerigading University; and Krisna Dwipajana University. The Islam University was founded in 1946 in Djokjakarta and is the first modern university whose curriculum is based on Moslem culture and beliefs. Gadjah Mada University was founded in Djokjakarta in 1946 and was the first university with an all-Indonesian faculty.

Chapter 11

EDUCATION IN IRELAND

The administration of primary, secondary, continuation and technical education is under the control of the Department of Education of the Government of Ireland. For children up to the age of 14, primary or elementary education is compulsory and free. The Department of Education also pays grants to colleges for the training of teachers of all religious denominations, pays the teachers of all primary schools in the country and provides a pension scheme.

Under the program of the Second National Programme Conference the educational aim of the Irish Government was, namely, "the strengthening of the national fibre by giving the language, history, music, and tradition of Ireland their natural place in the life of Irish schools."

The compulsory subjects in primary schools today are Irish, English, Arithmetic, Algebra and Geometry (in some larger schools), history, geography, needlework for girls and music.

The Primary School Leaving Certificate Examination was instituted by the State in 1929. This examination is taken by most pupils at the age of 12 or 13 and covers the subjects of Irish, English and arithmetic.

Upwards of a hundred National Schools have a Senior Department where the Secondary Schools curriculum and syllabus is followed, and where the Intermediate and Leaving Certificate Examinations of the Secondary Branch are taken. The purpose of these "Secondary Tops", as they are called, is to provide Secondary education of the Grammar School type in localities where there is no secondary school proper.

Of the children in the age group of 14-16, 41% are attending school voluntarily. Some are in Primary, some in Secondary and some in Vocational Schools.

Secondary schools are all under private control and various grants and allowances are paid to them by the Department of Education. In 1970 the number of students in the secondary schools, including both board and day pupils was 4,950. The basis of the curriculum then was the classics, however, English and mathematics were also taught, along with science (or natural philosophy) history, geography, French, Italian and drawing.

The Secondary branch of education has retained its original character of being very much an examining body, and its written examinations, held annually, tend to assume an increasing importance. The annual examinations include Latin, Greek, modern languages, drawing, mathematical subjects, science, commercial subjects. In

1898 the Department of Agriculture and Technical Instruction was set up and regulated experimental science and drawing. Domestic Economy and Botany were later added to the list of subjects. Bonuses were paid for choirs and orchestras. No major changes in the system were made up to 1923, when the Department of Education of the newly-founded Irish Free State took over the functions of the various bodies which were then administering education, and the Intermediate Commissioners were succeeded by the Secondary Branch of the Department.

The changes in the secondary education include the fostering of the teaching of Irish, revival of the language has been given an overall importance and has gradually been made compulsory for examination purposes and for the payment of capitation grants. Teaching through the medium of Irish has been encouraged by special bonuses.

In 1946 there were 393 schools with 42,927 students. The students take the Intermediate Certificate Examination at the age of 15 or 16 and the Leaving Certificate Examination at the age of 17 or 18.

Regular medical examination in the schools is compulsory and free.

Vocational schools for continuation and technical education are established in all the cities, the principal towns and some rural areas. They are controlled by the local authorities and are maintained partly from the local rates and partly from State grants.

The Universities are the University of Dublin (Trinity College) and the three Constituent Colleges of the National University of Ireland at Dublin, Cork and Galway. There are about 7,000 university students.

The teaching of the Irish language is an essential part of the curriculum of primary schools. In many of the schools, all subjects except English are taught through the medium of Irish.

Chapter 12

EDUCATION IN ISRAEL

Two pertinent facts of the background of the Jewish education are the Jewish community in the Land of Israel as it was before the modern re-settlement began and the great historical change which has taken place in the community during the past 70 years. The educational system grew from 98,000 students and 5,000 teachers in the school year 1937-38 to 300,000 students and 12,000 teachers in the 1951-52 school year.

In 1949 the Compulsory Education Law was passed and every child from 5 to 13 years must attend school. Compulsory attendance in kindergarten schools for children between 5 and 6, is not only successful from the educational point of view, but also helps mothers, of whom most work, and introduces the Hebrew language and the characteristic way of life of Israel. The children may enter kindergarten at the age of 3.

Under the Compulsory Education Law of 1949 the four established trends were recognized and called for the formation of a Board of Education on which those trends would be respected. These four types of schools are the Labor schools, General Zionist Schools, the Mizrachi schools and the Agudath Israel schools. When the State of Israel was proclaimed in 1948 no group was prepared to relinquish ideals long and dearly cherished. The curricula of the four types of schools have some features in common. There are different emphasis but the basic subjects which must be taught to

met the requirements of the Ministry of Education account for much of the school time.

The largest trend is the Labor Schools where about 37% of the children attend. The Labor schools are dedicated to the aim of establishing in Israel a model labor community based on the ideals of Jewish life and culture. All the workers' parties, the Mapai, Mapam and the Religious Workers support this trend. In the academic subjects there is, for the most part, more emphasis on history and social science. Special attention is paid to economic questions. Current problems are analyzed in the light of the labor movement's views. Progressive educational methods are employed. The project method which is much used believes in "learning by living."

The General Zionist schools teach 33% of the children. These schools are not committed to a specific social philosophy. They have the usual academic curriculum on both the elementary and secondary school level. The emphasis is on liberal education, academic studies and an understanding and appreciation of Jewish culture.

The Mizrahi schools have 18.5% of the children. They stress religious instruction and devote considerable time to the study of the Bible and the Talmud. The aim of the schools is primarily to make their students orthodox, observant Jews. They are not co-educational.

The Agudath Israel schools have an enrolment of 6.6% of the children. These schools constitute the most rigidly orthodox element among the religious schools. The primary concern is religious study. The Agudath Israel Schools are not co-educational.

The Hebrew language is the language of instruction in all four trends.

Schools are being established for all the Arab children in Israel and they are maintained entirely by the government. In the 1951-52 school year there were 27,151 Arab students. The Arabic language is the language of instruction in these schools and Hebrew is taught as a secondary language. About half the schools are co-educational.

The elementary schools have an 8-year course for children from 6 to 14 years. The curriculum is somewhat similar to that of the USA, but with emphasis on Hebrew culture and Jewish history (like American History and English in the USA). English is a required foreign language in the last 2 years of all schools. The Labor schools give Arabic as a secondary foreign language. Elementary schooling is free, however, nominal fees for special services(lunches and books) are charged.

Students who graduate from the elementary schools may enter the high schools without taking entrance examinations. Most high schools have a four year course. The High Schools are private and they resemble European schools. The first two years study is devoted to standard academic subjects. The last two years the student may either take a General Arts course or a Science course. The student takes a final examination given by the Department of Education and if he passes he receives the Graduation Certificate. This Certificate enables the student to enter the Hebrew University and foreign universities of similar rank without entrance examinations,

The students in the high schools pay a tuition fee, however, local authorities are beginning to help maintain these high schools. Scholarships are also offered by the State. In the agricultural cooperatives education is a communal venture on all levels.

There are some 70 vocational schools, including trade and agricultural school in Israel. The courses are from 2 to 4 years. The vocational schools are particularly

useful in the training of immigrant youth, many of whom have had little formal education before coming to Israel. Final examinations are given by the State and must be passed for graduation with an accredited diploma.

There are also continuation classes for students under 17 who do not go to academic or vocational schools.

Teachers' training schools have a 2 year course, some offer a six year course which combines high school and teacher training. Kindergarten teachers need have only one year of training after high school graduation. However, because of the serious shortage of teachers, many students in their last year in the training schools are sent to teach in the immigrant camps and receive their certificates after a year's actual teaching.

The Hebrew University was established in 1918 and is considered one of the great institutions of learning of the world. The University has faculties of Jewish studies, Chemistry, Parasitology and Microbiology, Palestine Natural History, Bacteriology, Mathematics, General Humanities, Physics, Biological Studies, Cancer Research Laboratories, Department of Education, Medical Studies, Agriculture, Law etc. There are more than 2,000 students in this University of which 80% are graduates of the Israeli secondary schools. The majority of foreign students are from the Anglo-Saxon countries. Another institution of higher learning is the Hebrew Institute of Technology in Haifa.

Evening classes are held in practically every settlement and transition camp for the adults for study of Hebrew and also civic and general education. Professional and skilled immigrants, such as lawyers, engineers, doctors etc. are given an intensive course in Hebrew in special schools for a period of 4 to 5 months. These schools are called Ulpanim and provide the country with skilled personnel who are so badly needed.

Chapter 13

EDUCATION IN JAPAN

The educational system of Japan has been reorganized under the School Education Law of April 1947. It now follows, more or less, the USA pattern. The twelve-year schooling is divided into 6, 3, 3, 4 year periods. It is known as the Roku-San-Sei or 6-3 system in Japan.

Primary school is 6 years; lower secondary school, 3 years; upper secondary school 3 years; and the university, 4 years. Approximately 100% of the total number of school age children are enrolled in the educational institutions of Japan.

The students in the schools of Japan were formerly taught with emphasis on the acquisition of intellectual knowledge by means of memorization. The new Law has changed that and the student today is taught with emphasis on the development of his ability and his capacity to learn and understand.

In the primary grades, the first 6 years, the subjects taken are Japanese language, social studies, arithmetic, science, music, drawing, manual training, vocational training, athletics etc.

When the student finishes the primary grades he must attend the three years of compulsory education in the lower secondary schools. Here a student takes courses in foreign language (usually English), history, geography, Chinese classics, and Japanese history, language and literature. This phase of the education is designed to give

the student a broad general education in line with mental and physical development.

The upper secondary schools give general education of a higher level to students who wish to continue their education in the universities and also gives a practical education to those who wish to go to work after graduation. For the practical education, there are schools of technology, agriculture, commerce and merchant marine.

The school year in Japan begins on April 1st and continues through the year to March 31st. The students have a summer vacation in August, a one week vacation during the New Year holiday and 2 weeks of spring vacation in March.

To receive a degree from the universities the student must have completed at least four years of study and the prescribed examinations. Before the war the student could begin his studies for a Ph.D. degree as there was no equivalent to the Master's Degree given there. However, under the new Law a master's degree is now given. A student may obtain degrees in literature, law, medicine, science, engineering, pharmacology, forestry, agriculture, veterinary science, economics, commercial science and politics.

The administration of the educational system has been decentralized under the Law No. 170 of July 15, 1946. An Education Commission has been created in each prefecture and in the five major cities with other local public entities being granted the power to establish such bodies. The Commissions are made up of seven members for the prefectures and five for the cities, each having a four year term. One of the members is appointed by the local assembly, the other being elected by the local assembly. The national government, through the Ministry of Education, exercises only a supervisory control over the educational system. Parent-Teacher associations similar to those in the USA have also been introduced since the war.

One must note that Japan has one of the lowest illiteracy rates in the world. There is about 95% literacy for those at the completion of the lower secondary education.

Chapter 14

EDUCATION IN THE NETHERLANDS

The head of the Ministry of Education, Arts and Science, the Minister, is a member of the Cabinet. He is assisted by the Secretary General, the permanent head of the Ministry, and by two counsellors. The departmental chiefs are under the Secretary General. Four of the departmental chiefs supervise the various branches of education. The Department for Higher Education supervises the universities and colleges; the Secondary Education Department, the gymnasiums, secondary schools, lyceums and commercial day and evening schools; the Department of Technical and Domestic Economy Training, the vocational training.

Education in the nursery and infant schools is not compulsory. They are attended by children from 3 to 6 years. These schools are supported in a large part by various organizations and by the churches. Public funds are also allocated to these schools.

The Compulsory Education Law of 1900 compels the father, mother or guardian of the child to see that he gets an adequate elementary education. It is not necessary for the child to attend school, but very few are educated at home. The child must start school at the age of six and complete 8 years of schooling. There are some exceptions as for children who live on barges (there are some 7,000 children of school age who live on vessels), children who live a great distance from a school. Education is free.

The elementary schools are divided into 3 groups--elementary, continued elementary and advanced elementary schools.

Elementary schools--6, 7 or 8 years--teach reading, writing, arithmetic, Dutch language and history, geography, natural history (including hygiene), singing, drawing, gymnastics and needlework; subjects which are compulsory. Manual work may also be taught. Fifth and sixth year students may take private classes outside of school hours in a foreign language, which is usually French.

The continued elementary schools teach practical subjects and are 2 years study after the first 6 in elementary school. The subjects include cooking, washing and manual work. This course is intended for students who do not intend to go to secondary school.

The advanced elementary schools teach French, German, English, mathematics and commercial training. This course is linked with the sixth class of elementary school and is a 3 or 4 year course.

Public education guarantees that the religious views of all parties will be respected. The Elementary Education Law states that "Practical and useful subjects will be taught, with a view to developing the intellectual faculties of the children, of assuring their physical training and of teaching them all the Christian and social virtues."

When a scholastic association is in possession of a declaration by the parents of a certain number of children expressing the wish that a "free" school should be established for their children, the authorities are bound to cooperate in the establishment of such a school. The municipality pays to the management, for the running of the school, the same sum per pupil as is paid to the public schools of a corresponding type. There are 7,044 elementary schools and continued elementary schools (4,661 are the "free" type) and 906 advanced elementary schools (642 are the "free" type). The majority of the "free" schools have a religious character, but do not belong to the church, generally, but to associations. The majority of the elementary schools are co-educational. Most of the Roman Catholic schools are divided.

About 70% of the pupils who have completed elementary school courses, attend an advanced elementary school, the secondary school, the day technical or domestic economy school or the day agricultural school. Students who must go to work may attend the commercial schools, evening technical and domestic economy and agricultural schools.

About 9% of the students who complete their elementary schooling continue on to secondary school. The types of secondary schools are the gymnasium, secondary school, lyceum, girls' secondary school, day commercial school and the evening commercial school.

The subjects in the six-year course of the gymnasium--object is the study of the classics--are Greek and Latin, Dutch, French, German, English, history, geography, mathematics, physics, chemistry, natural history, Hebrew (optional), gymnastics and drawing, music.

The secondary school, governed by the Secondary Education Law, has a 5 year course and teaches mathematics, mechanics, physics, chemistry, geology, botany and zoology, cosmography, economics and statistics, knowledge of the political institutions of the Netherlands, Indonesia, Surinam and the Netherlands Antilles, Geography,

history, Dutch, French, German, English language and literature, commercial subjects, geometrical and freehand drawing and gymnastics.

The lyceum is generally a combination of a gymnasium and a secondary school. The secondary school for girls include such subjects as the history of art, needlework, music and hygiene, sometimes manual training, recitation, catechism and domestic economic science. The Day Commercial schools offer the courses in Dutch, French, English and German language and literature, history and the history of commerce, geography and commercial geography, commercial subjects, political economy, commercial law, the political institutions, natural history etc. The evening commercial schools offer 3, 4 or 5 year courses for students between 14 and 20 who have had some practical experience in order to extend their knowledge of the Dutch language and correspondence, bookkeeping and commercial arithmetic and modern languages etc.

The Technical and Domestic Economy Training Law of the Netherlands is dated 1919. The elementary technical schools comprise theory and practice. Junior technical day-schools for boys have sections for woodwork, metallurgy (fitters, smiths, brass, lead and zinc workers, motor and automobile repairers etc.). Some schools also teach the trades of mason, plasterer, modelmaker, tailor, shoemaker, printer etc. There are also evening elementary technical schools for boys, advanced elementary technical day-schools, secondary technical training, arts and crafts schools, training schools for navigation and for ship's engineers, schools for sea-fishing, schools for inland navigation, domestic economy training for girls, agricultural training, dairy schools.

There are six universities in the Netherlands—the State Universities of Leyden, Utrecht and Groningen, the Municipal University of Amsterdam and two independent universities, the Free Calvinist University of Amsterdam and the Roman Catholic University of Nimeguen. The universities have faculties of Theology, Law, Literature and Philosophy and except for the Roman Catholic University, Medicine, the Exact and Natural Sciences. The University of Utrecht has a faculty of Veterinary Surgery and the Municipal University of Amsterdam a faculty of Economics and one of Political and Social Science.

Chapter 15

EDUCATION IN NEW ZEALAND

One must note the historical background of New Zealand in the study of her educational system. The first settlements in the new colony were relatively isolated units each of which had to make its own provision for the education of its children. In some places the provision of schools was left to the churches, in some to private enterprise, and in other to public associations. Education was taken over by the provinces when they were established in 1852. Each province tended to foster the type of school organization already established in the area. At the end of 1876 about half the children between 5 and 15 were attending schools.

Education is compulsory for every child between the ages of 7 and 15 years. The present national system of free, secular and compulsory education is based on the Education Act of 1877.

A student may enter a free kindergarten at the age of three. At the age of five he may enter, and at seven he must enter, either a primary school under one of the nine Education Boards, or a registered private primary school, or if living in an isolated area, or physically handicapped, the primary department of the Education Department Correspondence School. All state primary schools are co-educational. The child goes through the infant classes and Standards 1, 2, 3 and 4. At this point he will in most places go straight on to Forms I and II in the same school, but since

1922 there have been established a number of intermediate schools and departments which take Form I and II pupils from schools in their areas. Before 1922 these schools were called junior high schools.

The child is granted a Primary School Certificate upon satisfying the requirements of his headmaster in Form II--he is usually 14 by this time. He may then take free post-primary education until he is 19.

A child in the country upon leaving the primary schools must enter Form III of a district high school or enroll in the Correspondence School. In urban areas a child has the choice of either a secondary school or a technical high school. In some towns the secondary and technical school form a combined school. The technical schools, combined schools and some of the secondary schools have evening classes, particularly in practical and vocational subjects. Apprentices in some trades are required to attend evening classes as part of their training.

A credit system was set up in 1944 for entrance into the University. University Entrance Examinations are still conducted by the University of New Zealand and pupils not accredited for entrance may qualify in this manner.

There are more than 2,000 primary schools, 159 Maori village and 10 Maori mission schools. The curriculum of the primary schools include English, arithmetic, social studies in geography and history, drawing and handwork (including needlework), nature study and elementary science, physical education, moral instruction and health, and singing. Also taught is agriculture and in some schools diary work. At the Forms I and II levels woodwork and metalwork instruction is given to boys at manual training centers, and girls are taught domestic subjects, including cookery and hygiene.

The whole of the curriculum is being systematically revised by a number of committees representative of the Education Department and of teachers' organizations. These include so far, arithmetic, oral expression, written expression, health education, spelling, history and geography, needlework and nature study.

Text books are issued free of charge to pupils in all schools, both State and Private.

More than half of the Maori (native) children in New Zealand are educated in the public schools. The language of instruction in the Maori schools is English, but the schools are not completely English in outlook, for Maori arts and crafts, song, legend, and history are taught. Also in many Maori schools, woodworking, cookery, agriculture and health education are taught.

About 7% of the girls and 3% of the boys take teacher training upon completion of post-primary education. There are five teachers' training colleges that work in conjunction with the four University colleges.

The University of New Zealand, whose controlling body is the University Senate, is constituted of University Colleges in Auckland, Wellington and Canterbury, and the University of Otago, the latter does not grant degrees. The School of Agriculture consisting of Massey and Canterbury Agricultural Colleges and governed under one Council in connection with the University of New Zealand, is open to students specializing in agricultural studies.

In the technical schools of which there are 28, the courses available are industrial, commercial and general, domestic, agricultural and art. Technical schools controlled either by a Board of Managers or by the Education Board of the district

acting in a similar capacity.

As in most countries of the world, there is a shortage of school classrooms and of teachers. For the financial year which ended on March 31, 1951 the expenditure on school and similar buildings from the Public Works Account reached the record figure of 2,527,435 pounds. (The New Zealand pound is worth about \$2.77 in USA currency).

The Correspondence School serves some 4 to 5 thousand children and adults.

As part of a concerted effort to accelerate progress in the Pacific Islands for which New Zealand is responsible, staffing, equipment and buildings have been improved. The Department of Education has increased the number of vernacular Journals issued to Western Samoa. In 1950-51 in Cook Islands and Niue vernacular Journals were issued for the first time.

New Zealand is a member of UNESCO. The New Zealand Government finances fellowships for students of other countries to study in New Zealand. In March 1951, New Zealand signed the UNESCO-sponsored agreement on the importation of educational, scientific, and cultural materials which is designed to make easier their international interchange.

Under arrangements made with the parents or guardians in Britain, children are sent to New Zealand. A total of about 300 British immigrant children have arrived. During the war Polish refugee children were accommodated in New Zealand at the Polish camp at Pahiatua. Many of these are now in employment and fully maintaining themselves. There are only about 150 Polish refugee children attending primary and post-primary schools.

Chapter 16

EDUCATION IN PAKISTAN

Pakistan expects to spend over three-fourths of a million dollars within the next six years on its National Plan of Educational Development. The present system has failed to inculcate and maintain the stern moral and intellectual discipline which is the hallmark of true education. Religion and culture are completely ignored. Technical and commercial education has been isolated from general education and almost neglected while in the sphere of primary and secondary education much remains to be done.

In November 1947 the first Pakistan Education Conference met and defined the objectives in the field of education. Education should be inspired by Islamic ideology and, therefore, the existing syllabi and curricula should be suitably revised to conform to the new ideology basis; that Urdu should be adopted as the national language of Pakistan; and that certain co-ordinating agencies should be set up to deal with the various fields of education on All-Pakistan basis so as to achieve national integration and uniformity. As a result, the Advisory Board of Education, the Inter-University Board and the Council of Technical Education were set up by the Central Government.

The Central, the Provincial and the State Governments have, apart from tackling a large number of administrative and organizational problems rising from partition, devoted their energies to expanding educational facilities and reorganizing the basis of education according to Islamic ideology.

Literacy in Pakistan is 13.85 and the Plan aims at the maximum development of Primary Education and Adult Education.

There are 40,295 primary schools with 3,212,312 students. During the period of 1951-57 it is proposed to open 24,027 new primary schools with a total capacity of 3,751,070 pupils.

There are 6,486 secondary schools (Lower Middle, Upper Middle and High) with 1,164,142 students and it is proposed under the Plan to open 721 secondary schools with a total capacity of 27,300 students.

There are 28,697 teachers in primary schools of which 43,471 are untrained; in the secondary schools 19,623 teachers and 24,076 are untrained. There are 125 training institutions for primary school teachers and 26 for secondary school teachers.

The total number of colleges in Pakistan is 127. Of these 36 are Intermediate Colleges, 82 Degree Colleges and 9 Post-Graduate Colleges. Nineteen are women's colleges.

It is proposed to establish, during the period of the Plan, four Intermediate Colleges (including one for women), six Degree Colleges (including three for women) and ten hostels (including three for women). Provision for hostels for college students in Karachi has been made separately.

There is at present only one school of Domestic Science at Lahore which it is proposed to raise to the level of a College of Domestic and Social Sciences. In Karachi provision is being made for the establishment in 1952-53 under the auspices of the All-Pakistan Women's Association of a full-fledged College of Domestic Science and Arts which will impart instruction to 120 girls. The East Bengal Government proposes to set up a Department of Domestic Science in the Women's Training College at Dacca,

Of the twenty-one universities which existed in India before partition only 3, Punjab, Dacca and Sind, remained in the territories comprising Pakistan.

The University of Punjab was established in 1882 and is mainly an affiliating university. Its affiliated colleges are dispersed over a large area covering the Punjab, Bahawalpur, Baluchistan. At Lahore, which is the seat of the University, and which, of all towns in Pakistan, has the largest number of colleges, post-graduate teaching is chiefly organized on an inter-collegiate basis.

Dacca University was established in 1921 as a unitary, residential university with its own Halls of Residence. Sind University was established at Karachi in 1947, after the partition the University was removed to Hyderabad in May of 1948. Peshawar University was established in 1950. Karachi University is the youngest in Pakistan and was established in June 1971.

In adult education there are 881 adult education centers with a total enrolment of 27,736. Under the Plan it is proposed to open 8,072 centers, thus by 1957 there will be 1,953 centers training 947,736 adults. Assuming that the duration of the adult education course is four months, as many as 2,800,000 adults will be made literate every year.

The Education Division of the Central Government is responsible for the planning of education on a national basis, for the coordination of the Educational policies of the Provincial and State Governments and for giving them advice on various technical problems. The emphasis in the National Plan of Educational Development is on physical education, youth movement, medical inspection and treatment of school children and encouragement of art and cultural activities.

East Pakistan proposes to have free compulsory primary education at the end of 10 years; Karachi at the end of 10 years; Sind after 6 years and other provinces at the end of 20 years.

There are at present 2,458 youth clubs and six youth hostels in the whole of Pakistan. During the period of the plan it is proposed to establish 845 youth clubs and 27 youth hostels and to strengthen Scouting, Girl Guiding and Junior Red Cross.

At present there is hardly any provision for medical inspection and treatment of school children. Under the Plan it is proposed to introduce regular medical inspection in 3,231 institutions.

Under the plan it is proposed to institute a larger number of scholarships (372) for overseas studies in natural and social sciences, the humanities, technology and education.

There are now two Technical High Schools and three Engineering Colleges in Pakistan. Under the plan it is proposed to open 20 technical High Schools with a total capacity of 5,430 students, seven "composite" comprehensive schools with a total capacity of 1,770 students, two polytechnics with a total capacity of 2,250 students and two Engineering Colleges, of which the one in the Punjab will have a capacity of 480.

Under the plan it is proposed to establish 12 Commercial schools (there are now 8 with 774 students) with a total capacity of 4,420 students and one Institute of Commerce at Karachi with a total capacity of 350 students. There are at present three Commercial Colleges with an enrolment of 614.

Chapter 17

EDUCATION IN THE PHILIPPINES

The Philippine Educational system was established in 1901, by Act 74 of the Philippine Commission. The educational system advanced steadily under the Americans and English is spoken in almost every part of the Islands. The national language is Tagalog. Today all schools teach the national language, but classes are conducted in English, which is still the chief means of communications. Spanish is also widely used and is a required subject.

Many of the school buildings were destroyed during the war, however, rehabilitation has been rapid, and the schools have carried on since the war playing an active part in educating the children and the community in the new modes of thought and conduct which are gradually modifying the life of the Filipino people. The Filipino people, as a race, have a passion for education. Parents will mortgage their homes or sell their work animals to send their children to school.

The curricula of the Philippine public schools are basically similar to those in the United States. The greatest difference being that the Filipino child from his first day in school must labor with a foreign language and to study every other subject in this language (English). Also the curricula are designed not only to give the child an elementary academic education and some training for active citizenship, but also to develop in him habits of living which are not traditional in the home and community from which he comes. English instruction begins in the first grade and is taught through all grades. The national language is taught as a separate subject.

Experimentation is going on in some parts of the Philippines to determine the benefit to be derived from certain practices. There has been a tendency toward de-

centralization, in the field of curriculum. Formerly curriculum materials were developed by experts in the central office of the Bureau of Public Schools in Manila and issued to the teachers. This being the best policy because many of the teachers were not well trained. Today many of the teachers have graduated from normal schools and colleges of education and gradually the teachers will have more to do with the curriculum.

More attention is given to child guidance. Teacher-education institutions are now offering courses in guidance and counseling. There has been a need for this because of the evidences of maladjustment and delinquency among the children since the War.

The teachers serve as leaders in their respective communities. In the community improvement programs being undertaken the teachers organize the people into committees to plan and undertake the different community projects. The teachers give needed guidance, advice and encouragement.

Vocational courses are also being added in private high schools. All high schools in the country, public and private, are providing work experience for the pupils. In the public high schools vocational courses are being given in all years. The student who is graduated from high school will have some training in habits of work.

The University of the Philippines has about 6,000 students from all parts of the country. The University is similar to that of the state university in the U.S.A. It follows the American pattern in organization, curricula, methods of instruction, extra-curricular activities etc. The students may take courses in medicine, dentistry, pharmacy, education, liberal arts, engineering, fine arts, and chemistry. The University was destroyed during the war and the principal units have been moved from Manila to Dilliman, Quezon City. The College of Agriculture is at Los Banos. In spite of the serious handicaps under which the University has labored, it has accomplished a number of things commonly regarded as indicating the success of a national institution of higher learning.

The private schools, colleges and universities also play an important role in the educational system in the Philippines. The private institutions have helped educate masses of students everywhere in the country, who otherwise, would not be taken care of because of the destruction of public school buildings and other educational equipment. The Royal and Pontifical University of Santo Tomas, founded in 1611, has been transformed into one of the foremost universities of the Orient. It includes faculties of Sacred Theology, Canon Law, Civil Law, Philosophy and Letters, Medicine and Surgery, Pharmacy, Civil Engineering and Architecture, Education, Fine Arts, and Liberal Arts.

In 1630 San Juan de Letran was founded by the Dominicans. There is the Ateneo de Manila founded by the Jesuits since 1859. The Ateneo has expanded its curriculum in recent years to include scientific and technical training and also a course in law. The Alumni of the Ateneo and San Juan de Letran include a large proportion of men who, by their leadership in every field of endeavor, have been the builders of the Philippines since the period of nationalism began in 1870.

The La Salle College was founded in 1907 by the Brothers of the Christian Schools. There are also in Manila a number of Catholic schools for girls—Assumption College, the Santa Escolastica College, the Institute de Mujeres. Before the Americans came to the Philippines, the Filipino women did not have many opportunities for education. The Filipinos have always taken pride in the fact that their women hold a position in society higher than that of other Oriental women. The Americans helped to accelerate

feminie progress in the Philippines (they were not entirely responsible). The public school system, from the lowest grades to the highest professions, gave women educational opportunities and the girls began to flock to the schools, at first timidly, and not without some apprehensiveness on the part of their parents. Educated women turned to teaching an organizing schools and today there are more women teachers than men.

There are about 4 and 1/2 million students enroled in some 20,500 primary and secondary schools. Education in the public schools is free and it is co-educational.

Some of the other educational institutions are the Silliman University founded in 1801 by the Presbyterian Board of Foreign Missions in America; The Central Philippine College at Jaro, Iloilo, fostered and largely supported by the American Baptist Foreign Mission Society; University of Manila; the Philippine Women's University, recently rebuilt after being destroyed in the war; the Far Eastern University; the Arellano University; the National University; the Adamson University; the Centro Ecolar University; the University of the East; the Mapua Institute of Technology.

Chapter 12

EDUCATION IN PORTUGAL

The illiteracy rate prevalent in the rural areas of Portugal about forty years ago is being lowered through the Government's compulsory educational program. There is today about 49% illiteracy. In the past 10 years well over a thousand new grammar schools have been built. Compulsory education has been in effect since 1911.

The President of the Council of Ministers of Portugal and the guiding influence of the government is Dr. Antonio de Oliveira Salazar who was formerly a university teacher. His educational plans are designed to be practical and are developed specifically for the needs of Portugal, rather than imitating the system of some other country.

The foundation of the national culture is with the elementary schools. The curriculum includes study of the other tongue—reading, composition, simple history; and a practical knowledge of ideas about everyday life; arithmetic; physical training; singing and national folk music. Religion is also taught, the religious concepts of God, of Conscience and of Soul. The schools are not co-educational in either the official or private schools.

Also students of the elementary schools must join the Portuguese Youth Movement (Mocidade Portuguesa) which helps develop the character, patriotism and physical aspects of the children.

Primary education (elementary and complementary schools) is compulsory for all children between the ages of 7 and 12, however, they may start at the age of six. The complementary education is designed for boys between the ages of 10 and 16 years who intend to continue their education. There are school canteens which provide food and clothing for the children. In the elementary schools in the first grade, classes limited to forty children, the pupil, usually from an illiterate home, is taught the correct use of vocabulary of his mother tongue and also acquires new words. Arithmetic is taught by the counting of objects and the reading and writing of numbers up to 99.

The student takes an examination at the end of the first year in order to pass on to the second class. When the pupil reaches the last years of elementary training, the girls are taught needlework, dressmaking and woolwork.

After elementary education, the children in larger towns have the opportunity to take technical training, as well as general professional and commercial work.

Education in Portugal is administered by the Ministry of Education. Elementary education is headed by the Director-General of Elementary Education who is a permanent official of the Ministry. Under him are the directors of the various school districts.

There are elementary teachers' training schools located in Braga, Oporto, Coimbra and Lisbon. Many of the schools have only one teacher, however, many of the youth of the country today are going into the teaching profession in order to help educate the youth and lower the illiteracy rate.

Most of the students who continue their education after elementary schooling is completed, are those from the State primary schools, however, there are some from the private schools. About 53 of the students, who are examined for entry into the Secondary system of education, fail to satisfy the examiners.

The Ministry of Education is entirely responsible for the organization, laws and curriculum of the Secondary Education. The Lycees present literary and humanistic teachings and the Commercial and Technical Colleges give practical education. The Technical, Agricultural and Commercial education has made considerable progress in the last few years. There are 41 Lycees, 58 technical and commercial schools, 6 agricultural colleges and 5 art schools.

The intellectual training comes from the Lycee. All who wish to pursue a professional life of any sort must pass the State examinations of the Lycee course. The larger national Lycee have a course lasting 7 years, while some of the smaller ones have courses from 3 to 6 years. The National Lycee is organized into three cycles and each cycle is presided over by a Director of Studies.

The first cycle, the first 3 years, includes the study of ancient or modern languages, Portuguese, mathematics, drawing and handwork, geography and natural science. He also receives instruction in religious knowledge, physical training and singing. French is the first foreign language taught.

In the second cycle of the Lycee the study of Portuguese is continued and German or English are introduced as the foreign language. The majority of the pupils prefer and choose the study of English. Also included in the curriculum is history, natural science and mathematics. Physics, trigonometry and chemistry are studied. After the three years of the second cycle, the pupil takes his examination and upon passing enters the third cycle which is the final year of Lycee education.

The third cycle introduces the study of philosophy, literary and linguistic training, biology, legal study, literary history and courses which lead to University training. Special courses are given for girls in the domestic sciences, however, many of the girls take the same courses as the boys and continue their education in the universities. The one distracting factor in the Portuguese Lycee is the fact that the student must take three examinations, one at the end of each cycle, which influences the presentation and reception of the studies.

Technical education in Portugal is under the Director of Technical Education. There are some 58 technical schools with an attendance of more than 32,000 students. There is both day and night school and the schools are inspected regularly by the Director-General or an appointed teacher. After completion of a course in the technical schools, the student takes his examination, oral and written, and then is given a diploma (Carta de Curso).

In higher education there are three classical universities—Coimbra, Lisbon and Oporto. The universities are self-governed. They have a General Assembly, a Senate and the Rector (who represents the Minister of Education). The Universities are

financed by the state. Coimbra University was founded in 1290, while Lisbon and Oporto Universities were created in 1911. Oporto University is exclusively scientific. The largest of the Universities is Lisbon. There are four Faculties in the Universities of Coimbra and Lisbon—Sciences, Law, Letters and Medicine. Oporto has Faculties of Sciences, Engineering, Pharmacy and Medicine. The main purpose of the universities of Portugal is to qualify the students to fill the higher posts in the government of the country. There are about 6,200 students in the universities of which more than 1,000 are women.

Women must have a diploma from a secondary, technical school or university before they can vote.

Chapter 19

EDUCATION IN SWEDEN

Education has been compulsory and free in Sweden for over 110 years, for children in the elementary schools between the ages of 7 and 14. The first two classes of the elementary school are called the infant schools. The continuation school normally provides, for pupils who in the normal way have obtained a leaving-certificate from seventh grade, a yearly course with 180 hours of instruction. Those pupils who have obtained a leaving-certificate from a compulsory eighth or ninth class is one of the main types of elementary school are exempted from attendance at the continuation school.

The subjects taught in the elementary grades are religious knowledge, Swedish, arithmetic, study of the local district, with excursions and practical exercises, singing, and physical training. In the fourth class the study of the local district is replaced by geography, nature-study, history and drawing and instruction in mathematics is extended to include geometry. Gardening is also taught if land is available. Instruction in a foreign language (English) can be arranged in the 7th and 8th classes. Instruction must also be arranged in handwork for boys and girls who apply to participate in it, and (at the elementary-school stage) instruction in domestic subjects for those girls who apply for and obtain permission to participate.

The Continuation School is a practical school for young people, to lay the foundations for their future occupations etc. The continuation school may be either vocational or general. In the vocational continuation school such subjects as vocational knowledge, civics and Swedish are taught and in the general continuation school civics, Swedish and nature-study. In both types handicrafts, gardening and physical training are taught.

The apprentice schools are intended for young people who have finished continuation school and are working in handicraft-trades, industry, commerce or domestic service. In the apprentice school the pupil acquires the theoretical knowledge for his occupation, parallel to the practical skill that he is gaining by work in the occupation. The instruction is spread over a 2 year period, 8 or 9 months a year from 8 to 12 hours instruction a week.

The secondary schools are the middle school, the municipal intermediate school, the municipal girls' school, the people's secondary school, the practical intermediate school, and various types of private secondary schools. The state secondary schools are partly higher state secondary schools which include a gymnasium. Most are coeducational, but in the larger towns there are state secondary schools for boys and girls separately.

The middle schools give a general education in citizenship, and a practical education bearing on some particular occupation or group of occupations. Compulsory subjects

are religious knowledge, Swedish, English, German, History with civics, geography, mathematics, biology with hygiene, physics and chemistry. English is begun as the first foreign language in the first class and is compulsory for three years. In the two highest classes French is also taught, but not compulsory. The practical subjects are handwriting, drawing, music, physical training with games and athletics, handicrafts and domestic science.

The municipal intermediate school is somewhat similar to the four-year middle school. The municipal girl's school in the lower stage has the same subjects as the middle school, but in the higher stage such subjects as hygiene and household accounts, psychology, needlework, weaving, domestic science, and child-care are taught.

The people's secondary school is designed to give gifted children from the working classes the necessary preliminary knowledge to enable him to carry on his studies by himself later. The practical intermediate school is divided into commercial, technical, and domestic subjects.

The gymnasium is incorporated in the secondary school organization as an upper stage of the higher state secondary schools. They give general education and specialized vocational education. The aim of the gymnasium is to provide a deepened and widened education for citizenship, and to lay the foundations for the scientific or scholarly understanding which will be further developed at the university or at establishments for higher specialist training. The subjects are the same as those taught in the middle school, plus, philosophy, Latin, Greek, mathematics (general course and special course), drawing, music and physical training and games. Religious knowledge, Swedish, and history with civics are compulsory. The foreign languages may be French, German, Spanish or Finnish.

The course in the gymnasium is concluded with the student examination, which is at the same time University entrance examination. The examination is partly written and partly oral.

The 1950 Swedish School-Reform bill was passed unanimously by parliament. It states "Measures shall be taken to introduce, within a period to be later determined, of a nine-year compulsory comprehensive school, designed--in so far as the projected experiments demonstrate its expediency--to replace the elementary school, the continuation school, the people's secondary school, the municipal intermediate school and the middle school."

All-round experiments shall be carried out concerning suitable forms of work for the comprehensive school, as for instance concerning differentiation of the pupils and the curriculum into streams in view of differences of bent among the pupils, concerning the work inside the school, and concerning the acceptance of pupils into the comprehensive school on the basis of a school-maturity examination. Experiments shall also be conducted with different forms of practical middle schools."

The two universities in Sweden are the University of Uppsala, founded in 1477 and the University of Lund founded in 1656. They include the faculties of Theology, Law, Philosophy, the Arts (including Social Science) and Natural Science and Medicine.

The Universities of Stockholm and Gothenburg are described as partial universities. The former embraces Law, the Arts, Social Science and Natural Science, the latter the Arts and several natural science subjects.

Other colleges are the Caroline Medical Institute in Stockholm, the College of

Date Due

Medicine in Gothenburg
Stockholm, the Institute
Stockholm etc.

the Institute of Technology in
Institute of Veterinary Science in

Every year the Swedish Government awards through the Swedish Institute a number of scholarships to foreign students for study in Sweden.

Most of the colleges are run entirely by the State. One or two are private, but receive a state subsidy and in certain cases municipal subsidy.

Chapter 20

EDUCATION IN YEMEN

In the field of education, the government is making great improvements. Prior to Yemen's admission into the outer world society of states, only Arabic cultures were studied. Today the youth of the country are given a universal education to augment his Mohammedan learnings. One of the first programs undertaken by the King was to invite cultural missions from Lebanon to visit Yemen in order to teach technical skills. Furthermore, young men of Yemen are being sent into other Arab states to learn something of government planning. Plans are underway for the establishment of a Business School and School of Agriculture. The Military School, long in existence, is now under the direction of the Army Chief.

The Minister of National Education is His Royal Highness Saif-al-Islam Abdullah and it is through his efforts that several missions have come to Yemen.

There are many private libraries which may be used by advanced scholars, as well as manuscripts of historic value owned by H. M. the Imam and doctors of Islam. A public library has been opened and is to be modernized.

One will discover that the Yemenite pupil is very alert and studious. Calisthenics in the elementary school help him to build a healthful body. The students learn love of flag and country and to preserve the independence of their land.

There is a Alilmya school in Sana'a (capital city) which is like a theological institution where the judges and doctors of Islam (called Ulemas) are trained.

The University of Sana'a has an enrolment of over 2,000 students.

UNIVERSITY OF FLORIDA

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